WEEK 5

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| **Week Ending:** | | **DAY:** | | **Subject:** R.M.E | | | |
| **Duration:** 60MINS | | | | **Strand:** Ethics & Moral Life | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Religion & Economic Life | | | |
| **Content Standard:**  B9 6.1.1: Develop skills in managing time profitably | | | **Indicator:**  B9 6.1.1.2: Demonstrate how to plan and use time wisely: | | | | **Lesson:**  1 OF 1 |
| **Performance Indicator:**  Learners can identify and discuss the teachings of Christianity and Islam regarding time. | | | | | **Core Competencies:**  CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4: | | |
| **References:** R.M.E Curriculum Pg. 74 | | | | | | | |
| **Keywords: Time Management, Stewardship, Punctuality, Fulfilling Commitments** | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin by asking learners what they think about time and its significance in their lives.  Introduce the concept of religious teachings on time and ask learners if they are familiar with any teachings from Christianity or Islam related to time.  Share a brief overview of the importance of time in both religions. | | | | |  | |
| PHASE 2: **MAIN** | Discuss the Christian perspective on time, emphasizing the teachings of being good stewards of time, using time wisely, and living purposefully (e.g., Ephesians 5:15-16).  • Everything must be done at the right time (Ecclesiastes 3:1)  • There is the need to make good use of time (John 9:14)  • Make use of opportunities (Ephesians 5:15-17)  • There is the need to plan for the future (Proverbs 6:6-8) etc.  Explore the concept of time as a gift from God and the importance of using it to serve others and fulfill one's responsibilities.  Discuss the Islamic perspective on time, focusing on teachings about punctuality, fulfilling commitments, and making the most of opportunities (e.g., Hadiths emphasizing the value of time).  • Avoid procrastination (A-Tirmidhi)  • Do things at the right time before it is too late (Musnad Imam Ahmad)  • Time must be planned (Qur’an 103), etc.  Explain the concept of Barzakh in Islam, the period between life and death where one's deeds are accounted for, highlighting the significance of using time productively.  Assessment   1. What is one teaching from Christianity about time management and living purposefully? Explain its significance. 2. What is one teaching from Islam about punctuality and making the most of opportunities? How does this teaching guide believers in using time wisely? 3. Give an example of a situation where being mindful of time and its importance would have a positive impact. | | | | | Pictures and charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questionin  g to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

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| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Religion & Economic Life | | | |
| **Content Standard:**  B9 6.1.1: Develop skills in managing time profitably | | | **Indicator:**  B9 6.1.1.2: Demonstrate how to plan and use time wisely: | | | | **Lesson:**  1 OF 1 |
| **Performance Indicator:**  Learners can identify and discuss the teachings of African Traditional Religion (ATR) regarding time. | | | | | **Core Competencies:**  CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4: | | |
| **References:** R.M.E Curriculum Pg. 74 | | | | | | | |
| **Keywords: Time Cycles, Ancestral Time, Rituals, Natural Cycles** | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin by asking learners if they are familiar with any teachings from African Traditional Religion (ATR) related to time.  Introduce the concept of time in ATR, emphasizing its significance in rituals, ceremonies, and daily life. | | | | |  | |
| PHASE 2: **MAIN** | Discuss the cyclical nature of time in ATR, including concepts like seasons, lunar cycles, and ancestral connections.  Discuss the ATR teachings on time as interconnected with nature, spirituality, and community rhythms.  • Things must be done a bit at a time (“The best way to eat an elephant in your path is to cut it up in pieces”)  • Idleness does not bring success (“A lazy man’s farm is the breeding grounds for snakes”)  • One must avoid procrastination (“It is because of ‘I will do it tomorrow’, ‘I will do it tomorrow’ (procrastination) that is whythe vulture could not build a house”)  • Planning is important (“One does not step into a river before one takes in breath”).  • Folktales, proverbs, wise sayings, etc.  Explore concepts such as the importance of honoring ancestors' time, respecting natural cycles, and marking significant life events based on celestial movements.  Discuss specific ATR rituals or ceremonies that are time-bound, such as harvest festivals, moon phases for divination, or seasonal ceremonies.  Explain how these rituals reflect ATR's understanding of time as a sacred and cyclical force.  Assessment   1. How does African Traditional Religion (ATR) view time in relation to nature and spirituality? Provide an example. 2. Discuss one ATR ritual or ceremony that is time-bound and explain its significance in honoring time. 3. In what ways can understanding ATR's teachings on time contribute to a deeper appreciation of nature and community rhythms? | | | | | Pictures and charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questionin  g to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |